

GRADE 4

Assessment Book TEACHER'S MANUAL

PEARSON

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Overview

What Is Assessment?

The Latin root of the word assess means “to sit beside.” This is a much gentler notion of this concept than most of us have, although “sitting beside” a student to confer about the development of a story in progress, to conduct a fluency check, or to observe a group discussion are valuable assessment techniques. What is assessment? *Assessment is simply the gathering and interpretation of evidence about student learning.* There are many methods for collecting information to determine if students have mastered the knowledge, skills, and standards we have taught. We can use a variety of measures to collect that evidence.

Assessment in a Common Core World

The Common Core Standards have necessitated new processes for evaluating student learning. New assessments aligned to the standards are being developed in an effort to determine student preparedness for the rigors of college and the demands of 21st-century careers. The *ReadyGEN* End-of-Unit Assessments and portions of the Baseline Assessment are modeled after expectations for these new tests. The Common Core Standards emphasize students’ ability to use evidence from texts to substantiate their ideas. As a result, the requirement for students to support their responses with details from the passages appears in both the selected-response items and the writing prompts. The selected-response comprehension and vocabulary questions that follow each reading passage have a two-part format. Part A poses questions about the text while Part B requires students to closely reread portions of the passage to identify information that supports the answer to Part A. Similarly, the writing prompts compel students to cite textual evidence from the passages to substantiate the information, opinions, and ideas they set forth in their written responses.

Overview

Overview of ReadyGEN Assessment

There are four main parts to the *ReadyGEN* assessment program: a baseline assessment, formative assessments, performance-based assessments, and summative assessments.

BASILINE ASSESSMENT

Begin the school year with the Baseline Assessment. Teacher information, answer keys, and a class record chart can be found in this *Assessment Book Teacher's Manual*. The student test can be found in the *Assessment Student Book*. This test is designed to help you determine your students' instructional needs at the outset of the year and establish a "starting point" for each student in your class. You can use the results of the Baseline Assessment to identify individuals who are on grade level, those who need more support, and those who could benefit from additional challenge. This feedback can help you scaffold your instruction during both whole-group and small-group lessons so that all students experience success. Models of scaffolded instruction, useful strategies, and practical routines for the special populations in your class—including English language learners, students with disabilities, struggling readers, and accelerated learners—can be found in the *Scaffolded Strategies Handbook*.

FORMATIVE ASSESSMENTS

Ongoing, formative assessments are integrated into every module. These assessments take on different forms.

READER'S AND WRITER'S JOURNAL The *Reader's and Writer's Journal* can be used during whole-group and small-group instruction to provide your students with opportunities to practice what they have learned during each lesson. You can review your students' work in their *Journals* to check how well they understand and can apply the material you taught.

MONITOR PROGRESS Throughout each lesson in the *Teacher's Guide* are Monitor Progress formative assessments. These assessments provide opportunities for you to assess targeted skills and standards in order to monitor your students' progress as instruction unfolds. By using these assessments, you will be constantly aware of how students are developing over the course of the year. You can then use this performance feedback to meet the individual needs of your students. In particular, the Strategic Support Monitor Progress and the Extensions Monitor Progress suggestions found

within small-group lessons will help you tailor your instruction to address the range of abilities found in your class. Additional targeted support is provided in the *Scaffolded Strategies Handbook*.

INDEPENDENT WRITING PRACTICE Formative writing assessments appear several times within each module in the *Teacher's Guide*. These writing tasks bring into focus each student's strengths and weaknesses and help you quickly identify students who need additional practice. Responsive individual or group instruction that you provide as a result can help prepare students for the Performance-Based Assessment at the end of the module.

PERFORMANCE-BASED ASSESSMENTS

Each module concludes with a Performance-Based Assessment. These assessments, located in the *Teacher's Guides*, are writing tasks and class presentations that help you measure your students' mastery of the standards. The tasks provide opportunities for students to apply the skills they learned during the module to their own writing. Within these pages are two items that are particularly helpful for evaluating student progress using the Performance-Based Assessments: the Writing Rubric and the Reflect and Respond.

WRITING RUBRIC A writing rubric accompanies each Performance-Based Assessment task. The rubric is specific to the task's writing type (narrative, informative/explanatory, or opinion) and describes five dimensions of writing: focus, organization, development, language and vocabulary, and conventions. Use the 0 to 4 scale on the rubric to evaluate student writing in each dimension.

REFLECT AND RESPOND In this section, you will find numerous suggestions to assist struggling writers with specific elements of the Performance-Based Assessment task. Graphic organizers and other means of support are offered to help you guide students toward success as they complete other Performance-Based Assessments throughout the year.

SUMMATIVE ASSESSMENTS

The summative End-of-Unit Assessments help you further measure your students' mastery of the standards. Teacher information, answer keys, and a class record chart can be found in this *Assessment Book Teacher's Manual*. The student tests can be found in the *Assessment Student Book*. These assessments consist of reading passages, selected-response questions, and writing prompts. Use the answer keys and rubrics provided to evaluate student proficiency in comprehension, vocabulary, and writing at the close of each unit.

Overview

PASSAGES Each End-of-Unit Assessment includes two passages of complex text. Students read the passages and answer questions, referring back to the texts as needed. The passages are both literary and informational and become increasingly complex over the course of the school year.

SELECTED-RESPONSE QUESTIONS After reading each passage, students answer a series of selected-response questions. The comprehension questions address Reading standards for Literature and Informational Text. The vocabulary questions target grade-appropriate Tier 2 and Tier 3 vocabulary words and address Language and Reading standards. Each of the questions has two parts. Part A requires students to use context and apply the skills they learned during the unit to answer the question at hand. Part B requires students to go back to the passage to find textual evidence that supports the answer to Part A.

WRITING The writing portion of the End-of-Unit Assessments consists of two types of prompts: Constructed Response and Extended Response. These prompts are based on the passages students read in the test and require students to write narrative, informative/explanatory, and opinion pieces of varying lengths in response. Each Constructed Response prompt elicits a short written response relating to one passage. The Extended Response prompt elicits a longer written response that requires students to draw on information from both passages in the assessment.

English Language Learners

Assessing the Progress of English Language Learners

Classrooms throughout the United States are populated with students representing diverse cultures, ethnicities, and languages. This diversity offers rich benefits to learners but also places instructional demands upon teachers, who are expected to guide *all* students with vastly different literacy abilities toward achievement of reading and language arts standards.

This goal of equity poses unique challenges to educators. Teachers must monitor the language acquisition of English language learners (ELLs) in an ongoing, systematic way in addition to assessing their understanding of concepts, application of skills, and mastery of standards. The information that follows offers instructional strategies to help you prepare your ELLs for formal assessments as well as appropriate accommodations you can use during test administration.

INSTRUCTIONAL STRATEGIES TO PREPARE ELLS FOR FORMAL ASSESSMENTS

- Preteach the “language of tests” encountered in directions and test items, including:
 - Question words, such as *who, what, which, where, when, why* and *how*
 - Emphasis words, such as *not, except, most likely, probably, major, both, neither, either, most, and least*
 - Action words, such as *explain, describe, discuss, persuade, support your answer, and cite evidence*

Words such as *both* and *not* may seem simple, but their uses in test questions often prove otherwise. ELLs need help in seeing how such words frame and constrain ideas expressed in the sentences in which they appear.
- Familiarize students with basic test formats such as the lettering of selected-response answer choices and the division of questions into Part A and Part B. By providing opportunities for ELLs to become familiar with the structure and language of formal assessments, you enable them to demonstrate their learning of the content rather than their ability to decipher test language and formats.
- Teach the use of context clues to interpret the meanings of unfamiliar terms.
- Highlight and discuss routinely the *academic* language, vocabulary, syntax, text structures, and text types encountered in trade books and textbooks.

English Language Learners

- Provide regular opportunities for meaningful oral language experiences in which ELLs discuss important topics and perform the activities required on tests, such as explaining, describing, and stating and supporting opinions. Encourage them to use vocabulary that will support academic language development.
- Coach students in oral and written retelling and summarization so that they develop a “sense” of text types, features, conventions, and organization. ELLs relate to the concrete nature of informational text, and summarization of such text helps to familiarize them with common text structures, such as sequence, description, classification, compare and contrast, cause and effect, and problem and solution.
- Read aloud, think aloud, and model purposeful and strategic behaviors of effective readers, speakers, and writers of English.

APPROPRIATE TEST ACCOMMODATIONS FOR ELLS

As you consider making accommodations for ELLs in your class, keep in mind that the ultimate goal is for these students to be able to handle mainstream assessments, terminology, and instruction on their own. Any accommodations you provide should be considered stepping stones to students’ eventual successful encounter with mainstream teaching and testing conditions.

In providing test accommodations, *it is important not to compromise the intent of the assessments*. It is *never* appropriate to read aloud the reading passages or the comprehension and vocabulary questions in English or translate them into students’ first languages. These practices alter the constructs of the tests. Reading comprehension assessments are designed to measure both word recognition and understanding, so reading aloud or translating actually changes the intent of the tests.

Appropriate accommodations might include the following:

- Provide additional testing time.
- Allow frequent or extended breaks, dividing tests into multiple sessions as needed.
- Administer tests at times most beneficial to students.
- Administer tests in small groups or in one-on-one settings that are comfortable and familiar to students.
- Read aloud test directions in English or in students’ first languages and repeat as often as necessary.

- Simplify the language and sentence structure of test directions. Clarify phrases such as “use information from the passage,” “which of the following,” and “write in response.” When possible, model the tasks and provide verbal directions in simple English.
- Request that students restate test directions in their own words to ensure they understand what to do.
- Encourage students to draw pictures to help demonstrate their thinking and learning.

Following the administration of each assessment, note which accommodations you used and the degree to which they were beneficial. Then interpret test scores with that information in mind. As ELLs progress in their English language skills and become more comfortable with testing, it is important to reconsider which accommodations you use. Additional suggestions for providing targeted support to the ELLs in your class can be found in the *Scaffolded Strategies Handbook*.

OTHER USEFUL TOOLS FOR ELLS

In addition to the strategies and accommodations described above, this *Assessment Book Teacher’s Manual* offers two other tools to assist you in evaluating the progress of the ELLs in your class: a Profile of English Language Learners checklist and an Observing English Language Learners form.

English Language Learners

Profile of English Language Learners

WHAT IS IT?

- This checklist helps to identify the strengths and needs of students whose first language is not English. Complete this profile at the time the student enters your classroom and update it periodically throughout the school year.

WHAT DOES IT SHOW?

- An English language learner's proficiency with speaking, reading, and writing English

HOW DO I USE IT?

- Identify students whose English proficiency you are uncertain about.
- Use the criteria on the form to assess students' abilities in the various language areas, noting specific examples.
- Use the form as a rough guideline of where students are in their English language development and where they may need help.

WHAT DO I DO NEXT?

ReadyGEN offers many instructional resources to advance the achievement of the English language learners in your class.

- Suggestions for scaffolding your instruction for each lesson appear on the lesson pages in the *Teacher's Guides*.
- The *Scaffolded Strategies Handbook* provides scaffolded instruction for each module, practical routines, graphic organizers, cognates, and activities for additional practice that you can employ to help ELLs successfully participate in and progress through the program.
- This *Assessment Book Teacher's Manual* offers instructional strategies and test accommodations you can use to prepare ELLs for formal assessment situations. See pages T9–T11 for more detailed information.

A Checklist format is easy to use.

B Space is provided for you to record the date and your comments.

Forms for reproduction are on pages T15–T16.

Teacher Form
Profile of English Language Learners

Student: *Jenny Chang*

Trait	Mostly	Unevenly	Rarely	Date/Comments
Oral Language				
Uses names of many objects	✓	A		B
Uses and understands basic everyday vocabulary	✓			
Speaks hesitantly, searching for words			✓	9/24 does this only when she is nervous
Speaks fluently but makes errors	✓			
Uses mostly present-tense verbs		✓		9/24 sometimes remembers tenses but often does not
Has trouble with irregular forms (standed, more slower)	✓			
Asks and answers simple questions	✓			
Follows simple directions		✓		10/1 sometimes has difficulty processing directions
Is able to explain events or ideas		✓		
Reading				
Recognizes basic sound/letter relationships in words	✓			
Follows text being read aloud	✓			
Needs pictures to comprehend text		✓		10/1 Jenny comprehends many basic texts.

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Teacher Form
Profile of English Language Learners (continued)

Student: *Jenny Chang*

Trait	Mostly	Unevenly	Rarely	Date/Comments
Joins in choral reading	✓	A		B
Retells predictable text	✓			
Recognizes many words by sight		✓		10/4-5 Jenny reads simple stories fairly well. Nonfiction is difficult. Sequence of all texts can be a problem.
Relies on print more than on illustrations		✓		10/4-5
Retells beginning, middle, and end of things read			✓	10/4-5
Writing				
Writes labels for pictures of people and actions	✓			
Uses single words or phrases to express ideas			✓	
Writes simple but understandable sentences	✓			
Spells simple words correctly		✓		10/8
Makes up spellings showing correct sound/letter relationships		✓		10/8
Uses standard word order		✓		10/8
Adds endings (-s, -es, -ly, -ed, -ing) correctly		✓		10/8
Understands basic capitalization and punctuation		✓		10/8
Writes sentences demonstrating fluency and control of vocabulary		✓		10/8

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English Language Learners

Observing English Language Learners

WHAT IS IT?

- A form to record your ongoing observations about how English language learners process what they read

WHAT DOES IT SHOW?

- How English language learners use strategies to make sense of materials they read
- Students' growth and development in processing what they read

HOW DO I USE IT?

- Work with students individually as they read a new selection.
- Record your observations about how students deal with new words and concepts.
- Continue to review and record students' behaviors periodically as needed.
- Consider using the information on the form in parent conferences.

A Behaviors identify common strategies for success in reading a new language.

B Space is provided to record students' development over time.

Form for reproduction is on page T17.

Teacher Form
Observing English Language Learners

Student: *Jenny Chang*

Behaviors Observed	Date: 10/17			Date: 11/3			Date:			Date:		
	YES	SOMETIMES	NO	YES	SOMETIMES	NO	YES	SOMETIMES	NO	YES	SOMETIMES	NO
The student												
• uses context clues to figure out new words												
• uses prior knowledge to figure out new words												
• uses visuals to decipher meaning												
• uses strategies to decipher meaning												
• can identify the strategies he or she is using												
• understands why he or she is using a particular strategy												
• assesses his or her own progress												
• generally understands what the class is reading												

General Comments

10/17: Jenny needs to get used to using strategies and know how and why she is using them.
11/3: A lot of progress in self-monitoring and in understanding texts!

Teacher Form Profile of English Language Learners

Student:

Trait	Mostly	Unevenly	Rarely	Date/Comments
Oral Language				
Uses names of many objects				
Uses and understands basic everyday vocabulary				
Speaks hesitantly, searching for words				
Speaks fluently but makes errors				
Uses mostly present-tense verbs				
Has trouble with irregular forms (<i>standed, more slower</i>)				
Asks and answers simple questions				
Follows simple directions				
Is able to explain events or ideas				
Reading				
Recognizes basic sound/letter relationships in words				
Follows text being read aloud				
Needs pictures to comprehend text				

Teacher Form **Profile of English Language Learners (continued)**

Student:

Trait	Mostly	Unevenly	Rarely	Date/Comments
Joins in choral reading				
Retells predictable text				
Recognizes many words by sight				
Relies on print more than on illustrations				
Retells beginning, middle, and end of things read				
Writing				
Writes labels for pictures of people and actions				
Uses single words or phrases to express ideas				
Writes simple but understandable sentences				
Spells simple words correctly				
Makes up spellings showing correct sound/letter relationships				
Uses standard word order				
Adds endings (-s, -es, 's, -ed, -ing) correctly				
Understands basic capitalization and punctuation				
Writes sentences demonstrating fluency and control of vocabulary				

Teacher Form

Observing English Language Learners

Student:

Behaviors Observed				Date:			Date:			Date:			Date:		
				YES	SOMETIMES	NO	YES	SOMETIMES	NO	YES	SOMETIMES	NO	YES	SOMETIMES	NO
The student															
• uses context clues to figure out new words															
• uses prior knowledge to figure out new words															
• uses visuals to decipher meaning															
• uses strategies to decipher meaning															
• can identify the strategies he or she is using															
• understands why he or she is using a particular strategy															
• assesses his or her own progress															
• generally understands what the class is reading															
General Comments															

Fluency and Running Records

How to Administer and Score a Fluency Test

A fluency test measures a student's reading rate, or the number of words read correctly per minute (wcpm), on grade-level text the student has not seen before. Give the student a copy of the Student Copy of the passage for the test and make a copy of the Teacher Copy for yourself. (The Teacher Copy has a scale of running numbers to make it easier for you to know how many words the student read during the fluency check, while the passage on the Student Copy does not have the numbers.) Make sure you have put the student's name and the test date at the top of your copy of the passage. Have a watch or clock with a second hand available for timing the reading.

Have the student read the text aloud. Do not have the student read the title as part of the fluency reading; it is not included in the running word count. (You may want to tape-record the student's reading for later evaluation.) Stop the student at exactly one minute and note precisely where the student stopped.

As the student reads orally, on your copy of the text, mark any miscues or errors the student makes during the reading (see the chart on page T20). Count the total number of words the student read in one minute. Subtract any words the student read incorrectly. Record the words correct per minute (wcpm) score on the test.

THE FORMULA IS: Total # of words read – # of errors = words correct per minute (wcpm).

Or: – = (wcpm)

Fluency and Running Records

How to Identify Reading Miscues/Errors

Using the passage on page T21, the chart below shows the kinds of miscues and errors to look for as a student reads aloud and the notations to use to mark them.

Reading Miscue	Notations
Omission The student omits words or word parts.	You can whip up @ batter in a matter of minutes.
Substitution The student substitutes words or parts of words for the words in the text.	First, mix a tablespoon of baking powder ^{and} with a half cup of flour.
Insertion The student inserts words or parts of words that are not in the text.	The name depends on where you live ^{too} .
Mispronunciation/Misreading The student pronounces or reads a word incorrectly.	This all-American food is delicious ^{delicate} and easy to make.
Hesitation The student hesitates over a word and the teacher provides the word.	But they go by other names as well including ^H griddle cakes and hot cakes.
Self-correction The student reads a word incorrectly but then corrects the error.	Slowly mix the dry ingredients ^{SC} with the wet ones.

NOTES

- If the student hesitates over a word, wait several seconds before telling the student what the word is.
- If a student makes the same error more than once, count it as only one error.
- Self-correction is not counted as an actual error. However, writing “SC” over the word or words will help you identify words that give the student some difficulty.

Sample Fluency Test

Here is the passage marked as shown on the chart on the previous page. As the student reads the passage aloud to you, mark miscues and errors. Have the student read for exactly one minute, and then mark the last word the student reads.

Student Name Susan Date 9/8/2015

Flapjacks

(107)

You may know them as flapjacks. But they go by other names as well,	14
including ^H griddle cakes and hot cakes. The name depends on where you	26
live. ^{too} Still, most Americans know a pancake when they see one.	37
This all-American food is ^{delicate} delicious and easy to make. You can whip	49
up [@] batter in a matter of minutes. All you need is milk, an egg, butter,	65
flour, baking powder, and oil.	70
First, mix a tablespoon of baking powder ^{and} with a half cup of flour.	83
Next, beat together the egg with a half cup of milk and a quarter cup of	99
oil. Slowly mix the dry ingredients with the wet ones. ^(SC)	109
Now your batter is ready. Heat up a large frying pan and add two	123
tablespoons of butter. Pour spoonfuls of batter into the melted butter. Let	135
the pancakes fry until they are golden brown on the bottom. Flip them	148
over and brown them on the other side. Serve the pancakes hot with	161
maple syrup, honey, or jam.	166

$$112 - 5 = 107$$

Fluency and Running Records

Interpreting the Results

According to published norms for oral reading fluency, students at the end of Grade 4 should be reading fluently at 130 words correct per minute in text that is on grade level. This chart gives recommended progress toward that goal.

Time of Year	Target Reading Rate (wcpm)
Beginning-of-Year	95 to 105
Mid-Year	105 to 115
End-of-Year	120 to 130

If a student's reading rate is lower than the suggested progress toward the standard for his or her grade level, your notes on the student's miscues may help you determine why the rate is low. Does the student make errors that indicate his or her decoding skills are poor? If so, further instruction in phonics and word analysis may be needed. Do the errors reflect a lack of comprehension or limited vocabulary? In that case, instruction in comprehension strategies and exposure to more vocabulary words may help. A lack of fluency may indicate a lack of exposure to models of fluent oral reading. It may also mean that the student isn't reading enough material at his or her reading level.

How to Take a Running Record

A Running Record is an assessment of oral reading accuracy and oral reading fluency. A student's reading accuracy is based on the number of words read correctly. This measure is determined by an analysis of the errors a student makes—a miscue analysis. Reading fluency is based on reading rate (the number of words read per minute) and the degree to which the student reads with a "natural flow."

A Running Record may be taken using any reading passage at any time. However, the most valid and reliable assessment fulfills these requirements: (1) the text is appropriate to the student's reading level and interest; and (2) the text is unfamiliar to the student. The passages in this section are well suited for use as either a Fluency Test or a Running Record because they fit these requirements. For additional oral reading accuracy and fluency checks that involve a Running Record, you may choose other passages from grade-level appropriate texts.

The Running Record may be used to verify instructional decisions suggested by other assessments, such as a Baseline or End-of-Unit Assessment. It may also be used to identify a student's particular strengths and weaknesses in reading and language development. In addition, the Running Record may be administered periodically throughout the year as a means of monitoring a student's progress.

Measuring oral reading accuracy and oral reading fluency may be accomplished in a single reading, but two different operations are required. The guidelines on pages T24 and T25 explain how to determine each measurement.

Fluency and Running Records

How to Measure Oral Reading Accuracy

1. Choose an appropriate grade-level text of about 200 to 300 words, or use those passages that have been provided for use as a Fluency Test.
2. Make copies of the text—one of the Student Copy for the student and one of the Teacher Copy for you. If the text appears in a book, you may have the student read the text from the book.
3. Give the text to the student and have the student read the text aloud. (You may want to tape-record the student's reading for later evaluation. This approach can be especially helpful if you are timing the student's reading or conducting other assessments at the same time.)
4. Your hand should always be “running” on your copy of the text. Put a checkmark above every word the student reads correctly. Mark any miscues or errors the student makes during the reading (see the explanation of reading miscues/errors for Fluency Tests on pages T20–T21).
5. Count the total number of errors the student makes and find the percentage score for the number of errors. If you are using a fluency/running record passage from this book, the total word count is indicated for each passage.
6. If you are using a text from a different source, use this formula to get a percentage score:

$$\frac{\text{Total \# of words minus \# of errors}}{\text{Total \# of words}} \times 100 = \text{percentage score}$$

Or:
$$\frac{\boxed{} - \boxed{}}{\boxed{}} \times 100 = \boxed{}\%$$

EXAMPLE: Suppose a student reads a text of 110 words and makes 6 errors.

$$\frac{110 - 6 = 104 \text{ words}}{110} = 0.945 \quad 0.945 \times 100 = 94.5\% \text{ (round to 95\%)}$$

The percentage score indicates the student's oral reading accuracy (percentage of words in the passage read correctly).

How to Measure Reading Rate

Reading rate is defined as number of words per minute (wpm). To determine the reading rate, follow steps 1–3 as described on page T24. Note the exact time when the student begins reading and the time when he or she finishes.

To calculate the number of words per minute, use the formula below:

$$\frac{\text{Total \# of words read}}{\text{\# of seconds}} \times 60 = \text{words per minute}$$

Or: $\frac{\boxed{}}{\boxed{}} \times 60 = \boxed{} \text{ (wpm)}$

EXAMPLE: Suppose a student reads a passage of 120 words in 90 seconds.

$$\frac{120}{90} = 1.33 \text{ (round to the nearest hundredth)}$$

$$1.33 \times 60 = 79.8 \text{ words per minute (round to 80 wpm)}$$

Interpreting the Results

For oral reading accuracy, use the following suggested criteria:

- A student who reads 98%–100% of the words correctly is reading at an independent level and may need more challenging texts.
- A student who reads 91%–97% of the words correctly is reading at an instructional level and will likely benefit from guided on-level instruction in similarly-leveled texts.
- A student who reads with an accuracy of 90% or less is reading at a frustration level and may benefit from targeted instruction at a lower reading level as part of a comprehensive plan that includes scaffolding of grade-level text as well.

For any student whose Running Record results are not clearly definitive, we recommend increasing monitoring through additional means and classroom observations.

On the following pages you will find passages that may be used for either Fluency or Running Record Tests. Both a Teacher Copy and a Student Copy have been provided.

Teacher Name _____

Student Names	Beginning-of-Year		Mid-Year		End-of-Year	
	Date	WCPM	Date	WCPM	Date	WCPM
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						

Student Name _____ Date _____

The Perfect Lunch

Almost everyone likes a good sandwich. The ideal sandwich generally	10
has three layers: meat, cheese, and vegetables. To begin making the ideal	22
sandwich, set out two pieces of bread. Apply condiments if you like.	34
Spread them evenly over the face of the bread. Set the cheese on one slice	49
of bread and the meat on the other. This way, with the lettuce and tomato	64
in the middle, the bread will not get soggy. If you do not eat meat, putting	80
cheese on both faces of bread will prevent it from getting soggy. If you like	95
pickles, add them to the middle too.	102
The bread can be white or wheat, sliced or bun. It can be round, flat	117
bread. It can be plain or with seeds. If you enjoy sweets, your ideal	131
sandwich might have peanut butter and jam or jelly on it.	142
The great thing about the ideal sandwich is that it does not have to	156
remain the same; it can change according to the mood of the sandwich	169
maker. One day the ideal sandwich might be cheese and pickles on toast.	182
The next day it might be ham and cheese on a seeded bun or chicken salad.	198
In other words, the ideal sandwich is whatever type of sandwich you want	211
at the moment. You are limited only by what's available in your kitchen!	224

Student Copy

The Perfect Lunch

Almost everyone likes a good sandwich. The ideal sandwich generally has three layers: meat, cheese, and vegetables. To begin making the ideal sandwich, set out two pieces of bread. Apply condiments if you like. Spread them evenly over the face of the bread. Set the cheese on one slice of bread and the meat on the other. This way, with the lettuce and tomato in the middle, the bread will not get soggy. If you do not eat meat, putting cheese on both faces of bread will prevent it from getting soggy. If you like pickles, add them to the middle too.

The bread can be white or wheat, sliced or bun. It can be round, flat bread. It can be plain or with seeds. If you enjoy sweets, your ideal sandwich might have peanut butter and jam or jelly on it.

The great thing about the ideal sandwich is that it does not have to remain the same; it can change according to the mood of the sandwich maker. One day the ideal sandwich might be cheese and pickles on toast. The next day it might be ham and cheese on a seeded bun or chicken salad. In other words, the ideal sandwich is whatever type of sandwich you want at the moment. You are limited only by what's available in your kitchen!

Student Name _____ Date _____

A Going Away Present

“I wish I were going with you!” cried Alice.	9
Her best friend looked at her and waved good-bye. “Take care of Boots for me!” Mary answered.	22
Alice held the cat close to her chest, as she did not want Boots to chase after Mary. A city cat would be unlikely to survive the covered-wagon trip out west, so Boots had a new owner. Alice couldn’t believe she would never see Mary again. But Mary had promised she would write often.	26
	42
	54
	68
	80
Mary settled into the back of the covered wagon, daydreaming about the pioneers who had already traveled west to settle California. She had read stories about how dangerous it was crossing the Mississippi River and the Rocky Mountains. She wondered if they would encounter any Indians. Then Mary thought about leaving Alice and Boots behind, and tears cascaded down her cheeks.	91
	103
	115
	126
	137
	141
“I have something from Alice,” her mother said. “She wanted me to give it to you after we left.”	153
	160
Mary carefully unwrapped a small package, and inside she found a peculiar-looking plush toy. It looked as though Alice had cut up several of her stuffed animals and sewn parts of them together to make a replica of Boots. It looked just like him, with four black paws and a red ribbon around its neck! Now both Alice and Boots could comfort her on her journey. Mary opened her journal and began writing Alice a letter.	171
	183
	197
	212
	225
	236

Student Copy

A Going Away Present

“I wish I were going with you!” cried Alice.

Her best friend looked at her and waved good-bye. “Take care of Boots for me!” Mary answered.

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Mary carefully unwrapped a small package, and inside she found a peculiar-looking plush toy. It looked as though Alice had cut up several of her stuffed animals and sewn parts of them together to make a replica of Boots. It looked just like him, with four black paws and a red ribbon around its neck! Now both Alice and Boots could comfort her on her journey. Mary opened her journal and began writing Alice a letter.

Student Name _____ Date _____

Too Opinionated

“Davie needs to relax considerably,” Felix proclaimed at lunch, as	10
if it were an absolute fact. “He’s a real comedian, but sometimes he	23
embarrasses me by being too ridiculous and upsetting adults.”	32
“Juanita has lots of relatives in Mexico,” he continued. “But we’d	43
never know that because she doesn’t seem to know anything at all about	56
Mexico.” Juanita shrugged when he added, “I asked her about Cinco de	68
Mayo, and she said that she had never heard of it! I had to tell her what it	86
was and why people celebrate it.”	92
Chen and Felix were close, but even she could not escape his judgment.	105
“Chen is way too positive. Observe how she never criticizes her friends.	117
She ought to let us know what she admires about us and recommend ways	131
we could improve.”	134
Chen responded to Felix’s suggestion that she should let her friends	145
know what their failings were. “The trouble with you, Felix,” she said,	157
“is that no one ever has to guess what you think. You can’t talk about	172
people—or about anything, for that matter—without revealing your precise	183
opinions, which are often negative.”	188
“He’s too mouthy, is what he is,” Davie contributed. “He sometimes has	200
interesting comments about people and things, but I get really tired of it	213
eventually.”	214
“Well, his continual judgment hurts my feelings sometimes,” Juanita	223
said, “and anyway, he’s not always exactly right about everything.”	233
“Ahem!” Felix grunted, offering them a serious face. “I was going to	245
admit that you guys are not as opinionated as I am, but your comments just	260
made that really difficult.”	264

Student Copy

Too Opinionated

“Davie needs to relax considerably,” Felix proclaimed at lunch, as if it were an absolute fact. “He’s a real comedian, but sometimes he embarrasses me by being too ridiculous and upsetting adults.”

“Juanita has lots of relatives in Mexico,” he continued. “But we’d never know that because she doesn’t seem to know anything at all about Mexico.” Juanita shrugged when he added, “I asked her about Cinco de Mayo, and she said that she had never heard of it! I had to tell her what it was and why people celebrate it.”

Chen and Felix were close, but even she could not escape his judgment. “Chen is way too positive. Observe how she never criticizes her friends. She ought to let us know what she admires about us and recommend ways we could improve.”

Chen responded to Felix’s suggestion that she should let her friends know what their failings were. “The trouble with you, Felix,” she said, “is that no one ever has to guess what you think. You can’t talk about people—or about anything, for that matter—without revealing your precise opinions, which are often negative.”

“He’s too mouthy, is what he is,” Davie contributed. “He sometimes has interesting comments about people and things, but I get really tired of it eventually.”

“Well, his continual judgment hurts my feelings sometimes,” Juanita said, “and anyway, he’s not always exactly right about everything.”

“Ahem!” Felix grunted, offering them a serious face. “I was going to admit that you guys are not as opinionated as I am, but your comments just made that really difficult.”

Baseline Assessment

Administering the Assessment

The Baseline Assessment consists of three passages, each followed by selected-response Comprehension and Vocabulary questions. The second and third passages are also followed by Constructed Response writing prompts. At the end of the test, there is an Extended Response writing prompt that requires students to draw on information from the second and third passages. Students should complete the test independently.

Before the Assessment

OPTIONS FOR ADMINISTERING You may choose to administer this assessment in several parts. The chart below offers suggestions for how to administer the test over two to three days. Use your professional judgment to determine which administration option best suits the needs of your students.

SESSIONS	FIRST DAY	SECOND DAY	THIRD DAY
TWO SESSIONS	<ul style="list-style-type: none"> • First Passage • Second Passage with Constructed Response 	<ul style="list-style-type: none"> • Third Passage with Constructed Response • Extended Response 	
THREE SESSIONS Option 1	<ul style="list-style-type: none"> • First Passage • Second Passage with Constructed Response 	<ul style="list-style-type: none"> • Third Passage with Constructed Response 	<ul style="list-style-type: none"> • Extended Response
THREE SESSIONS Option 2	<ul style="list-style-type: none"> • First Passage 	<ul style="list-style-type: none"> • Second Passage with Constructed Response • Third Passage with Constructed Response 	<ul style="list-style-type: none"> • Extended Response

Administering the Assessment

DURATION The time required for each part of the assessment will vary depending on how long it takes students to read the passages, answer the related Comprehension and Vocabulary questions, and write their Constructed and Extended Responses. Some variation may also depend on students' previous experience with selected-response tests and writing in response to prompts.

PREPARING STUDENTS FOR THE ASSESSMENT Make sure every student has a pencil with an eraser. Tell students that they will be taking a test in which they will read passages, answer questions, and complete some writing activities. If you choose to have students complete the entire assessment in one session, stress that they should read each passage and complete all of the tasks related to that passage before moving on to the next one. If you choose to divide the test into multiple sessions, present only the section(s) that the students will complete at that time.

During the Assessment

BEGINNING THE ASSESSMENT Students should complete the test independently, reading all directions, passages, and test items on their own. Make sure students understand that they must circle their answer choices and write their responses on the test pages.

ONCE THE ASSESSMENT HAS BEGUN Once the assessment begins, you may only answer questions related to the directions. You may not answer questions about unfamiliar words in the texts or answer choices. You may, however, clarify the meanings of words in the directions. Remind students that good readers go back to the texts to locate answers and find support for their responses. Also remind them that, because the Extended Response requires them to draw on information from the second and third passages in the test, they should reread those two passages prior to beginning this section. If they are taking the test over multiple days, this will be especially important.

After the Assessment

SCORING

SCORING THE SELECTED-RESPONSE ITEMS The selected-response questions focus on Comprehension and Vocabulary and consist of two parts. Part A questions usually require students to answer a question about the passages, while Part B questions typically ask students to identify evidence in the text to support their answer to Part A. Correct answers for these items are provided on the teacher Scoring Information pages in this section. Each question is worth 1 point. *Students must answer both parts of each question correctly to receive credit.*

SCORING THE CONSTRUCTED RESPONSES Each Constructed Response item requires students to write in response to a prompt using evidence from the passage to support their ideas. As a result, there are many correct answers. Examples of appropriate responses and 2-point rubrics are provided on the teacher Scoring Information pages in this section. Use the rubrics to evaluate student responses to these prompts. Although the criteria provided in the rubrics describe the majority of student responses, you should use your professional judgment when evaluating Constructed Responses that vary slightly from the rubrics' descriptions.

SCORING THE EXTENDED RESPONSE The Extended Response item requires students to write in response to a prompt by drawing on information from the second and third passages in the test. Use the 4-point rubric provided on the teacher Scoring Information pages to evaluate student responses. As with the Constructed Response items, you should use your professional judgment when evaluating Extended Responses that vary slightly from the descriptions found in the rubric.

GENERATING AND RECORDING FINAL SCORES Record point totals for each student on the Baseline Assessment Class Record Chart provided on page T45.

Administering the Assessment

USING THE ASSESSMENT RESULTS TO INFORM INSTRUCTION

EXAMINING THE RESULTS The test results for each student should be compared only with the scores of other students in the same class. In doing so, tests should be examined for general trends in your class's abilities and knowledge in order to inform future instruction.

INFORMING YOUR INSTRUCTION Students' performance on the various sections of this assessment will help you determine their instructional needs in the areas of Comprehension, Vocabulary, and Writing at the outset of the school year. You can use the results from each section to identify students who are on grade level, those who need more support, and those who could benefit from additional challenge, and to establish a "starting point" for individualized instruction for each student.

Baseline Scoring Information

“A Tall Day”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

- 1. Part A. c
- 1. Part B. a

- 2. Part A. b
- 2. Part B. d

- 3. Part A. c
- 3. Part B. d

Vocabulary

- 1. Part A. c
- 1. Part B. b

- 2. Part A. a
- 2. Part B. b

- 3. Part A. d
- 3. Part B. c

Baseline Scoring Information

“Up in the Rigging”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

- 1. Part A. b
- 1. Part B. a

- 2. Part A. d
- 2. Part B. b

- 3. Part A. b
- 3. Part B. d

Vocabulary

- 1. Part A. c
- 1. Part B. d

- 2. Part A. b
- 2. Part B. a

- 3. Part A. d
- 3. Part B. c

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: I think it was right that the captain had so much power over the crew. Someone had to be in charge of the ship, or nothing would get done. Crew members might argue and fight with one another. The ship might sail in the wrong direction or end up in the wrong place. The captain used his power to protect the ship and crew and to make sure the ship went where it was supposed to go.

2	Response states an opinion about the captain’s power over a ship and its crew and uses details from the passage to support that point of view.
1	Response states an opinion about the captain’s power over a ship and its crew but does not use details from the passage to support that point of view.
0	Response does not state or support an opinion about the captain’s power over a ship and its crew.

“On the High Seas in High Style”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

1. Part A. d

1. Part B. b

2. Part A. c

2. Part B. c

3. Part A. b

3. Part B. a

Vocabulary

1. Part A. d

1. Part B. b

2. Part A. c

2. Part B. b

3. Part A. c

3. Part B. a

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: We followed the captain to a large table in the middle of the dining room right under the stained glass skylight. “Please sit down,” the captain said. I felt as though everyone was looking at us and thinking, “They must be celebrities.” The captain asked, “Are you enjoying the cruise?” Mom started to answer, but I blurted out, “Have you ever been attacked by pirates?” Dad frowned, but the captain smiled and said, “No, but I once sailed this ship through a hurricane.” He went on to tell us about many of the ship’s adventures. It was the best night ever!

2	Response uses details from the passage to tell a story about eating dinner with the captain of a luxury liner. Dialogue and description are used to show how the characters respond to the situation. Event sequence is logical.
1	Response tells a story about eating dinner with the captain of a luxury liner but does not use details from the passage. Dialogue or description is used to show how the characters respond to the situation. Event sequence is evident.
0	Response does not tell a story about eating dinner with the captain of a luxury liner. Dialogue and description are not used to show how the characters respond to the situation. Events lack order.

Baseline Scoring Information

Extended Response Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Response compares and contrasts the crew members' work using information from both texts.	Response is organized logically; first paragraph introduces the texts and topic; conclusion summarizes the ideas presented.	Response includes three comparisons and/or contrasts; response develops the topic with facts and details from the texts.	Similarities and differences are grouped using linking words and phrases; vocabulary is text-based and used correctly.	Response contains proper grammar, usage, spelling, capitalization, and punctuation.
3	Response compares and contrasts the crew members' work using information from one text.	Order of information is evident; first paragraph introduces the texts or topic; conclusion is present but does not summarize the ideas presented.	Response includes two comparisons and/or contrasts; response develops the topic with facts and details.	Similarities and differences are grouped using one linking word or phrase; vocabulary is topic-related and used correctly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation but is completely understandable.
2	Response compares and contrasts the crew members' work but does not use information from the texts.	Response is organized illogically; introduction or conclusion is missing.	Response includes one comparison and/or contrast; response develops the topic with facts or details.	Linking words and phrases are used incorrectly; vocabulary is not topic-related or is used incorrectly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation that interfere with understanding.
1	Response strays off topic.	Response lacks order; introduction and conclusion are missing.	Response does not include comparisons and/or contrasts; response does not develop the topic with facts or details.	Linking words and phrases are not used; vocabulary is not topic-related and is used incorrectly.	Errors in grammar, usage, spelling, capitalization, and/or punctuation make response difficult to follow.
0	Possible characteristics that may warrant a 0: <ul style="list-style-type: none"> • no response is given • student does not demonstrate adequate command of informative writing techniques • response is unintelligible, illegible, off topic, or not text-based 				

Teacher Name _____

Student Names	SELECTED RESPONSE		WRITTEN RESPONSE		Total
	Comprehension	Vocabulary	Constructed Responses	Extended Response	
1.	/9	/9	/4	/20	/42
2.	/9	/9	/4	/20	/42
3.	/9	/9	/4	/20	/42
4.	/9	/9	/4	/20	/42
5.	/9	/9	/4	/20	/42
6.	/9	/9	/4	/20	/42
7.	/9	/9	/4	/20	/42
8.	/9	/9	/4	/20	/42
9.	/9	/9	/4	/20	/42
10.	/9	/9	/4	/20	/42
11.	/9	/9	/4	/20	/42
12.	/9	/9	/4	/20	/42
13.	/9	/9	/4	/20	/42
14.	/9	/9	/4	/20	/42
15.	/9	/9	/4	/20	/42
16.	/9	/9	/4	/20	/42
17.	/9	/9	/4	/20	/42
18.	/9	/9	/4	/20	/42
19.	/9	/9	/4	/20	/42
20.	/9	/9	/4	/20	/42
21.	/9	/9	/4	/20	/42
22.	/9	/9	/4	/20	/42
23.	/9	/9	/4	/20	/42
24.	/9	/9	/4	/20	/42
25.	/9	/9	/4	/20	/42
26.	/9	/9	/4	/20	/42
27.	/9	/9	/4	/20	/42
28.	/9	/9	/4	/20	/42
29.	/9	/9	/4	/20	/42
30.	/9	/9	/4	/20	/42

End-of-Unit Assessments

Administering the Assessments

The End-of-Unit Assessments consist of two passages, each followed by selected-response Comprehension and Vocabulary questions and a Constructed Response writing prompt. At the end of each test, there is also an Extended Response writing prompt that requires students to draw on information from both passages. Students should complete the test independently.

Before the Assessment

OPTIONS FOR ADMINISTERING You may choose to administer each End-of-Unit Assessment in one session or in parts. The chart below offers suggestions for how to administer the test over two or three days. The amount of time required to complete the entire assessment is likely to increase with additional sessions to allow for reengagement including reading of text.

SESSIONS	FIRST DAY	SECOND DAY	THIRD DAY
TWO SESSIONS Option 1	<ul style="list-style-type: none"> First passage, questions, Constructed Response 	<ul style="list-style-type: none"> Second passage, questions, Constructed Response Extended Response 	
TWO SESSIONS Option 2	<ul style="list-style-type: none"> First passage, questions, Constructed Response Second passage, questions, Constructed Response 	<ul style="list-style-type: none"> Extended Response 	
THREE SESSIONS	<ul style="list-style-type: none"> First passage, questions, Constructed Response 	<ul style="list-style-type: none"> Second passage, questions, Constructed Response 	<ul style="list-style-type: none"> Extended Response

Administering the Assessments

End-of-Unit Assessments provide opportunities for your students to build stamina and endurance abilities under demanding circumstances. You may opt to reduce the number of sessions for the End-of-Unit Assessments from three to two over the course of the school year. Use your professional judgment to determine which administration option best suits the needs of your students.

DURATION The time required for each part of the assessment will vary depending on how long it takes students to read the passages, answer the questions, and write their responses. Some variation may also depend on students' previous experience with selected-response tests and writing in response to prompts.

PREPARING STUDENTS FOR THE ASSESSMENT Make sure every student has a pencil with an eraser. Tell students that they will be taking a test in which they will read passages, answer questions, and complete some writing activities. For the Constructed and Extended Response writing activities, encourage students to use the Student Checklists to ensure they have completed the tasks fully. If you choose to have students complete the entire assessment in one session, stress that they should read the first passage and complete all of the tasks related to that passage before moving on to the second passage. If you choose to divide the test into multiple sessions, present only the section(s) that the students will complete at that time.

During the Assessment

BEGINNING THE ASSESSMENT Students should complete each test independently, reading all directions, passages, and test items on their own. Make sure students understand that they must circle their answer choices and write their responses on the test pages.

ONCE THE ASSESSMENT HAS BEGUN Once the assessment begins, you may only answer questions related to the directions. You may not answer questions about unfamiliar words in the texts or answer choices. You may, however, clarify the meanings of words in the directions. Remind students that good readers go back to the text to locate answers and find support for their responses. Also remind them that, because the Extended Response requires them to draw on information from both passages in the test, they should reread the two passages prior to beginning this section. If they are taking the test over two or three days, this will be especially important.

After the Assessment

SCORING

SCORING THE SELECTED-RESPONSE ITEMS The selected-response questions focus on Comprehension and Vocabulary and consist of two parts. Part A questions usually require students to answer a question about the passages, while Part B questions typically ask students to identify evidence in the text to support their answer to Part A. Correct answers for these items are provided in this section. Each question is worth 1 point. *Students must answer both parts of each question correctly to receive credit.*

SCORING THE CONSTRUCTED RESPONSES Each Constructed Response item requires students to write in response to a prompt using evidence from the passage to support their ideas. As a result, there are many correct answers. Examples of appropriate responses are provided in this section. Use the 2-point rubrics, which are also provided in this section, to evaluate student responses to these prompts. Although the criteria provided in the rubrics describe the majority of student responses, you should use your professional judgment when evaluating Constructed Responses that vary slightly from the rubrics' descriptions.

SCORING THE EXTENDED RESPONSE The Extended Response item requires students to write in response to a prompt by drawing on information from both passages in the test. Use the 4-point rubric provided in this section to evaluate student responses. As with the Constructed Response items, you should use your professional judgment when evaluating Extended Responses that vary slightly from the descriptions found in the rubric.

GENERATING FINAL SCORES AND/OR GRADES If you choose, each End-of-Unit Assessment may be used to provide a Reading grade and a Writing grade. You may combine points from the selected-response and Constructed Response items to determine a Reading grade. Likewise, you may total the points from the Extended Response to determine a Writing grade. If you wish to create a combined grade for the purpose of report cards, you may convert numerical scores to letter grades based on your own classroom policies.

Administering the Assessments

USING THE ASSESSMENT RESULTS TO INFORM INSTRUCTION

EXAMINING THE RESULTS The test results for each student should be compared only with the scores of other students in the same class. In doing so, tests should be examined for general trends in order to inform your instruction for subsequent units.

INFORMING YOUR INSTRUCTION Depending on student performance on the various sections of each End-of-Unit Assessment, you may wish to reteach in small groups or provide additional whole class instruction. If students struggle with the Comprehension questions, they may benefit from additional instruction in close reading and finding text-based evidence to support their ideas. If students struggle with the Vocabulary questions, they may benefit from additional instruction in word analysis, roots and affixes, word relationships, and using context clues to determine the meanings of unknown words. If students struggle with specific categories on the Constructed Response or Extended Response rubrics, they may benefit from targeted instruction in those particular areas.

Teacher Name _____

Student Names	UNIT 1				UNIT 2					
	Selected Response		Written Response		Unit 1 Total	Selected Response		Written Response		Unit 2 Total
	Compre- hension	Vocabulary	Constructed Responses	Extended Response		Compre- hension	Vocabulary	Constructed Responses	Extended Response	
1.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
2.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
3.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
4.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
5.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
6.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
7.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
8.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
9.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
10.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
11.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
12.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
13.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
14.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
15.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
16.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
17.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
18.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
19.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
20.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
21.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
22.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
23.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
24.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
25.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
26.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
27.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
28.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
29.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
30.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36

Teacher Name _____

Student Names	Unit 3				Unit 3 Total	Unit 4				Unit 4 Total
	Selected Response		Written Response			Selected Response		Written Response		
	Compre- hension	Vocabulary	Constructed Responses	Extended Response		Compre- hension	Vocabulary	Constructed Responses	Extended Response	
1.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
2.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
3.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
4.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
5.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
6.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
7.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
8.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
9.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
10.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
11.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
12.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
13.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
14.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
15.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
16.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
17.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
18.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
19.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
20.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
21.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
22.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
23.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
24.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
25.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
26.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
27.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
28.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
29.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
30.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36

Unit 1 Scoring Information

“When a Volcano Erupts”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

1. Part A. a and b

1. Part B. a and c

2. Part A. d

2. Part B. b

3. Part A. b

3. Part B. a and d

Vocabulary

1. Part A. d

1. Part B. b

2. Part A. b

2. Part B. b and d

3. Part A. b

3. Part B. c

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: I think the worst effect of volcanic eruptions is when towns and forests are destroyed. In my opinion, it is the worst because so many people and animals are killed by the ash and lava that bury their homes. Also, if people and animals survive the eruption, they have no place to live.

2	Response states an opinion about the worst effect of volcanic eruptions. Response supports the point of view with reasons and information from the text.
1	Response states an opinion about the worst effect of volcanic eruptions. Response does not support the point of view with reasons and information from the text.
0	Response does not state or support an opinion about the worst effect of volcanic eruptions.

Unit 1 Scoring Information

“The Volcano Wakes”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

- 1. Part A. d
- 1. Part B. d

- 2. Part A. c
- 2. Part B. a and c

- 3. Part A. b
- 3. Part B. d

Vocabulary

- 1. Part A. d
- 1. Part B. a

- 2. Part A. b
- 2. Part B. b

- 3. Part A. c
- 3. Part B. b

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: I think it is safe to visit volcanoes. Mount St. Helens took 123 years to erupt, so it was safe for a very long time. People thought it was a nice mountain. They hiked, camped, and went fishing for years and were not afraid. Lots of plants and animals lived there and never got hurt. It will take a long time for it to erupt again, so I don't think it is dangerous.

2	Response states an opinion about whether it is safe to visit volcanoes. Response supports the point of view with reasons and information from the text.
1	Response states an opinion about whether it is safe to visit volcanoes. Response does not support the point of view with reasons and information from the text.
0	Response does not state or support an opinion about whether it is safe to visit volcanoes.

Extended Response Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Response conveys facts about volcanoes using information from both texts.	Paragraph is ordered logically: introduction, then facts, then conclusion summarizing the facts presented.	Response uses scientific terms and definitions to share 5 facts about volcanoes.	Related ideas are connected by linking words; vocabulary is text-based and used correctly.	Response contains proper grammar, usage, spelling, punctuation, and capitalization.
3	Response conveys facts about volcanoes using information from one text.	Paragraph is ordered logically: introduction, then facts, then conclusion.	Response uses scientific terms and definitions to share 3–4 facts about volcanoes.	Ideas are connected by linking words; vocabulary is topic-related and used correctly.	Response contains errors in grammar, usage, spelling, punctuation, and/or capitalization but is completely understandable.
2	Response conveys information about volcanoes but does not use information from the texts.	Paragraph is ordered, but introduction or conclusion is missing.	Response shares facts about volcanoes but does not use scientific terms and definitions.	Linking words are used incorrectly; vocabulary is not topic-related or is used incorrectly.	Response contains errors in grammar, usage, spelling, punctuation, and/or capitalization that interfere with understanding.
1	Response strays off topic.	Introduction and conclusion are missing; facts are not organized.	Response does not share facts about volcanoes.	Linking words are not used; vocabulary is not topic-related and is used incorrectly.	Errors in grammar, usage, spelling, punctuation, and/or capitalization make response difficult to follow.
0	Possible characteristics that may warrant a 0: <ul style="list-style-type: none"> • no response is given • student does not demonstrate adequate command of informative writing techniques • response is unintelligible, illegible, off topic, or not text-based 				



Name _____

Read the items and check the ones you think you did.

“When a Volcano Erupts”

Check Your Writing

- ☐ My response states an opinion about the worst effect of volcanic eruptions.
- ☐ My response names an effect that is described in the passage.
- ☐ I support my opinion with facts and details from the text.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.

“The Volcano Wakes”

Check Your Writing

- ☐ My response states an opinion about whether it is safe to visit volcanoes.
- ☐ I support my opinion with information from the passage.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.



Name _____

Read the items and check the ones you think you did.

“When a Volcano Erupts” and “The Volcano Wakes”

Check Your Writing

- ☐ My response contains five facts about volcanoes.
- ☐ My response contains facts from both texts.
- ☐ I use scientific terms from the passages in my response and define them correctly.
- ☐ My response has an introduction and conclusion.
- ☐ The information in my response is organized logically.
- ☐ I use linking words to connect the ideas in my response.
- ☐ My response includes vocabulary that is text-based and used correctly.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.

Unit 2 Scoring Information

“Blame It on Hades”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

1. Part A. c
1. Part B. b
2. Part A. d
2. Part B. a and b
3. Part A. a
3. Part B. (See response below.)

Vocabulary

1. Part A. b
1. Part B. b
2. Part A. a
2. Part B. a
3. Part A. b
3. Part B. d

3. PART B. POSSIBLE RESPONSE: “So, son, when you see the leaves turn brown and fall to the cold, damp earth, it is because Demeter is grieving for her daughter and causing winter to set in.”

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: In this myth, the gods are similar to people because they feel emotions just as people do. Hades is sad and lonely. Demeter is a loving but angry mother. Zeus is just trying to make others happy. But these gods are also very different from people. They have great powers humans do not have. They have the ability to change nature. They also rule over and travel through places that humans do not visit, such as the underworld.

2	Response uses details from the passage to describe the gods’ human characteristics. Response uses details from the passage to convey information about how the gods and people are alike and different.
1	Response describes the gods’ human characteristics. Response uses details from the passage to convey information about how the gods and people are alike or how they are different.
0	Response does not describe the gods’ human characteristics. Response does not convey information about how the gods and people are alike or different.

“Batwings and the Curtain of Night”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

1. Part A. c

1. Part B. d

2. Part A. a

2. Part B. a

3. Part A. a

3. Part B. d

Vocabulary

1. Part A. b

1. Part B. b

2. Part A. c

2. Part B. c

3. Part A. a

3. Part B. d

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: The animals were trying to pull back the curtain of night so that they would have some light for prowling and hunting. They were unable to pull back the curtain. So they poked holes in it instead, and light poured in through the holes. In that way, the animals accomplished their goal.

2	Response states that the animals were trying to get light in the night sky. Response uses details from the text to accurately explain how the animals accomplished their goal.
1	Response states that the animals were trying to get light in the night sky but does not explain how the animals accomplished their goal.
0	Response does not state that the animals were trying to get light in the night sky. Response does not explain how the animals accomplished their goal.

Unit 2 Scoring Information

Extended Response Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Myth uses characters from both passages to explain how a natural event came about.	Myth is sequenced logically; a detailed conclusion follows from the narrative.	Myth begins with a detailed introduction of the characters and setting; myth includes dialogue; myth uses details from both passages to describe characters and events.	Transitional words and phrases are used to connect ideas; vocabulary is text-based and used correctly.	Response contains proper grammar, usage, spelling, punctuation, and capitalization.
3	Myth uses characters from one passage to explain how a natural event came about.	Sequencing is evident; conclusion follows from the narrative.	Myth introduces the characters and setting; myth includes dialogue; myth uses details from one passage to describe characters and events.	At least one transitional word or phrase is used to connect ideas; vocabulary is topic-related and used correctly.	Response contains errors in grammar, usage, spelling, punctuation, and/or capitalization but is completely understandable.
2	Myth does not use characters from the passages to explain how a natural event came about.	Sequencing is illogical; conclusion does not follow from the narrative.	Myth introduces the characters or setting; dialogue is used incorrectly; details are not text-based.	Transitional words and phrases are used incorrectly; vocabulary is not topic-related or is used incorrectly.	Response contains errors in grammar, usage, spelling, punctuation, and/or capitalization that interfere with understanding.
1	Response strays off topic.	Myth lacks sequence; conclusion is missing.	Myth does not introduce the characters or setting; dialogue and details are missing.	Transitional words and phrases are not used; vocabulary is not topic-related and is used incorrectly.	Errors in grammar, usage, spelling, punctuation, and/or capitalization make response difficult to follow.
0	Possible characteristics that may warrant a 0: <ul style="list-style-type: none"> • no response is given • student does not demonstrate adequate command of narrative writing techniques • response is unintelligible, illegible, off topic, or not text-based 				



Name _____

Read the items and check the ones you think you did.

“Blame It on Hades”

Check Your Writing

- ☐ My response examines the topic of the human characteristics of the gods in a myth.
- ☐ My response includes examples of similarities between the gods in the myth and people.
- ☐ My response includes examples of differences between the gods in the myth and people.
- ☐ The examples in my response are based on details in the text.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.

“Batwings and the Curtain of Night”

Check Your Writing

- ☐ My response tells the goal of the animals in the story.
- ☐ My response explains whether the animals accomplished their goal, and if so, how.
- ☐ I use details from the text in my response.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.



Name _____

Read the items and check the ones you think you did.

“Blame It on Hades” and “Batwings and the Curtain of Night”

Check Your Writing

- ☐ My response is written in the form of a myth.
- ☐ My response explains how something in nature came about.
- ☐ I use characters from both passages.
- ☐ I introduce the characters and the setting.
- ☐ I use dialogue and details to describe characters and events.
- ☐ I use transitional words and phrases to help show the sequence of events.
- ☐ My response includes a conclusion that makes sense with the rest of the story.
- ☐ My response includes vocabulary that is text-based and used correctly.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.

Unit 3 Scoring Information

“Awesome H₂O”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

- 1. Part A. b
- 1. Part B. a and b

- 2. Part A. b
- 2. Part B. c

- 3. Part A. a
- 3. Part B. b and e

Vocabulary

- 1. Part A. b
- 1. Part B. c

- 2. Part A. c
- 2. Part B. d

- 3. Part A. d
- 3. Part B. a

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: In the freeze-thaw cycle, water seeps into a crack in a rock. As the water freezes, ice crystals form. The crystals have a greater volume than the water, so they take up more space. The crystals push out on the rock, widening the crack. Then when the crystals melt, more water can seep in. Then the cycle starts over again.

2	Response uses selection details to accurately explain how a rock goes through the freeze-thaw cycle.
1	Response uses one selection detail to explain how a rock goes through the freeze-thaw cycle.
0	Response does not explain how a rock goes through the freeze-thaw cycle.

Unit 3 Scoring Information

Excerpt from *Riding Out the Quake*

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

- 1. Part A. a
- 1. Part B. a and b

- 2. Part A. b
- 2. Part B. c

- 3. Part A. b
- 3. Part B. c and f

Vocabulary

- 1. Part A. b
- 1. Part B. a

- 2. Part A. c
- 2. Part B. d and e

- 3. Part A. a
- 3. Part B. b

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: You'll never believe what happened to me when I was on the West Coast! I was at my friend Henry's house when I heard a loud crash. At first I thought it was a car accident, but then I realized that it was an earthquake! I was really scared. The whole house started to shake, and Henry told me to get under the doorway so that nothing could fall on us. We started moving toward the doorway, but then Henry fell and hit his head. He was unconscious! I felt like I was going to panic, but I knew I couldn't because I had to help him. I dragged Henry under the doorway where we could wait until the earthquake ended. I was so relieved when the shaking finally stopped.

2	Response uses details from the text to accurately describe what happened during the earthquake, what Tom did, and how Tom felt. Response is narrative and written as though Tom is speaking to his friends.
1	Response uses one detail from the text to describe what happened during the earthquake, what Tom did, and how Tom felt. Response is narrative and written as though Tom is speaking to his friends.
0	Response does not describe what happened during the earthquake, what Tom did, or how Tom felt. Response is not narrative or written as though Tom is speaking to his friends.

Extended Response Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Response uses details from both texts to express an opinion about respecting the power of nature.	Introduction states an opinion; all related ideas are grouped; conclusion summarizes the opinion.	Response states an opinion about nature's power and supports it using details from the texts.	Opinion and reasons are linked; vocabulary is text-based and used correctly.	Response contains proper grammar, usage, spelling, capitalization, and punctuation.
3	Response uses details from one text to express an opinion about respecting the power of nature.	Introduction and conclusion are included; related ideas are grouped.	Response states an opinion about nature's power and supports it using one detail from the texts.	Opinion and reasons are linked; vocabulary is topic-related and used correctly.	Response contains errors in grammar, usage, spelling, punctuation, and/or capitalization but is completely understandable.
2	Response discusses respecting the power of nature but does not express an opinion.	Introduction or conclusion is missing; ideas are not grouped.	Response states an opinion about nature's power but does not support it using details from the texts.	Linking words are used incorrectly; vocabulary is not topic-related or is used incorrectly.	Response contains errors in grammar, usage, spelling, punctuation, and/or capitalization that interfere with understanding.
1	Response strays off topic.	Introduction and conclusion are missing; ideas are not grouped.	Response does not state or support an opinion about nature's power.	Linking words are not used; vocabulary is not topic-related and is used incorrectly.	Errors in grammar, usage, spelling, punctuation, and/or capitalization make response difficult to follow.
0	Possible characteristics that may warrant a 0: <ul style="list-style-type: none"> • no response is given • response does not demonstrate adequate command of opinion writing techniques • response is unintelligible, illegible, off topic, or not text-based 				



Name _____

Read the items and check the ones you think you did.

“Awesome H₂O”

Check Your Writing

- ☐ My response explains how a rock goes through the freeze-thaw cycle.
- ☐ The explanation in my response is accurate and based on information in the text.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.

Excerpt from *Riding Out the Quake*

Check Your Writing

- ☐ My response is a narrative written as though Tom is speaking to his friends back home.
- ☐ I use details from the story to describe what happened during the earthquake, what Tom did, and how he felt.
- ☐ I include words that will help readers understand Tom’s experience.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.



Name _____

Read the items and check the ones you think you did.

**“Awesome H₂O” and
Excerpt from *Riding Out the Quake***

Check Your Writing

- ☐ In my introduction, I state my opinion about the topic of respecting the power of nature.
- ☐ I provide reasons to support my point of view.
- ☐ My response uses details from both texts.
- ☐ I group related ideas together.
- ☐ I use words and phrases to link my opinion and my reasons.
- ☐ My concluding statement summarizes my opinion.
- ☐ My response includes vocabulary that is text-based and used correctly.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.

Unit 4 Scoring Information

“Saving the Moon Tree”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

1. Part A. d
1. Part B. (See response below.)
2. Part A. a
2. Part B. c
3. Part A. b
3. Part B. b

Vocabulary

1. Part A. c
1. Part B. b
2. Part A. b
2. Part B. c
3. Part A. c
3. Part B. c

1. PART B. POSSIBLE RESPONSE: “Sam and Rick decided they had to let people know about the town’s moon tree.”
“Everyone wanted to help Sam and Rick save the town’s moon tree.”

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: “Can you believe it?” Rick asked Sam. “The tree is dedicated to us!”

“I know,” Sam replied. “I feel so honored.”

Mr. Hardy smiled at the boys. “You deserve to be recognized. The whole community is thankful. Everyone will always remember what you did to save the moon tree.”

As the newspaper reporter came over to talk with Mr. Hardy and the boys, everyone at the grand opening cheered loudly for the boys who saved the tree.

2	Response uses details from the passage to extend the story. Response uses dialogue and tells how Sam and Rick felt about the dedication of the moon tree.
1	Response does not use details from the passage to extend the story. Response tells how Sam and Rick felt about the dedication of the moon tree but does not use dialogue.
0	Response does not extend the story. Response does not use dialogue or tell how Sam and Rick felt about the dedication of the moon tree.

“Dr. Ashbel Smith”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

1. **Part A.** d
 1. **Part B.** (See response below.)
2. **Part A.** a
 2. **Part B.** c
3. **Part A.** a
 3. **Part B.** b, c

Vocabulary

1. **Part A.** c
 1. **Part B.** c
2. **Part A.** a
 2. **Part B.** b
3. **Part A.** b
 3. **Part B.** b, d

1. PART B. POSSIBLE RESPONSE: “He went to school to learn about medicine and helped fight a disease in France.”

“And while doing those things, Dr. Smith and the others devoted extra time and energy to their goal of creating a strong educational system.”

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: I agree that Dr. Smith would be surprised. When the university first opened, there were only about 200 students and four buildings. Animals roamed on the property. Today there are over 50,000 students and over 100 buildings. The school today is very different from the way it was when Dr. Ashbel Smith was alive.

2	Response states an opinion about whether Dr. Smith would be surprised by the present-day University of Texas. Response supports the point of view with reasons and information from the text.
1	Response states an opinion about whether Dr. Smith would be surprised by the present-day University of Texas. Response does not support the point of view with reasons and information from the text.
0	Response does not state or support an opinion about whether Dr. Smith would be surprised by the present-day University of Texas.

Unit 4 Scoring Information

Extended Response Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Narrative uses details from both passages to describe the characters' views and the use of education to save the moon tree.	Narrative introduces the characters and ends with Dr. Smith giving advice; related ideas are grouped.	Dialogue unfolds naturally and is consistent with the characters' traits from the passages.	Transitional words and phrases are used to manage sequence; vocabulary is text-based and used correctly.	Narrative contains proper grammar, usage, spelling, punctuation, and capitalization.
3	Narrative uses details from one passage to describe the characters' views and the use of education to save the moon tree.	Narrative introduces the characters and ends with Dr. Smith giving advice; ideas are grouped.	Dialogue is used and is consistent with the characters' traits from the passages.	One transitional word or phrase is used to manage sequence; vocabulary is topic-related and used correctly.	Narrative contains errors in grammar, usage, spelling, punctuation, and/or capitalization but is completely understandable.
2	Narrative does not use details from the passages to identify the characters' views or the use of education to save the moon tree.	Narrative introduces the characters or ends with Dr. Smith giving advice; ideas are not grouped.	Dialogue is used but is inconsistent with the characters' traits from the passages.	Transitional words and phrases are used incorrectly; vocabulary is not topic-related or is used incorrectly.	Narrative contains errors in grammar, usage, spelling, punctuation, and/or capitalization that interfere with understanding.
1	Narrative strays off topic.	Narrative does not introduce the characters or end with Dr. Smith giving advice; ideas lack order.	Dialogue is not used.	Transitional words and phrases are not used; vocabulary is not topic-related and is used incorrectly.	Errors in grammar, usage, spelling, punctuation, and/or capitalization make narrative difficult to follow.
0	Possible characteristics that may warrant a 0: <ul style="list-style-type: none"> • no response is given • student does not demonstrate adequate command of narrative writing techniques • response is unintelligible, illegible, off topic, or not text-based 				



Name _____

Read the items and check the ones you think you did.

“Saving the Moon Tree”

Check Your Writing

- ☐ My response adds on to the ending of the story.
- ☐ I use details from the text in my story.
- ☐ I use dialogue to develop the events and to show how the characters feel.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.

“Dr. Ashbel Smith”

Check Your Writing

- ☐ My response states an opinion about whether Dr. Smith would be surprised by the present-day University of Texas.
- ☐ I use reasons and information from the text to support my point of view.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.



Name _____

Read the items and check the ones you think you did.

“Saving the Moon Tree” and “Dr. Ashbel Smith”

Check Your Writing

- ☐ My response is written as a narrative in which Sam and Rick meet with Dr. Smith.
- ☐ My response begins by introducing the three characters.
- ☐ My response uses dialogue to discuss the characters’ views on education and education’s role in saving the moon tree.
- ☐ My response uses details and information from both texts.
- ☐ The order of events in my narrative makes sense.
- ☐ I use transitions to help show the order of events in my response.
- ☐ My narrative ends with Dr. Smith giving the boys advice about education, and his advice is consistent with details in the texts.
- ☐ My response includes vocabulary that is text-based and used correctly.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.